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ABSTRACT

Materials are presented for teaching elementary school students about the pioneer period in southern Indiana, 1800-1850. A project requiring students to create the travel journal of a pioneer family is featured. An outline providing basic facts about this era is included, as is a 17-item bibliography of sources for further research. (DB)

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Lesson Plans for the January, 1991 Teaching Seminar for "Indiana and the New Nation" Institute

Submitted to Dr. Darrel Bigham

Sponsored by the University of Southern Indiana

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Debra Swift

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Content Overview Outline of the Pioneer Period
of Southern Indiana: 1800-1850

The purpose of this brief outline is to provide you with some basic facts based on the research of the pioneer settlers of Indiana. If any of these sections contain information that is unfamiliar to you, or you wish to read or study them more in depth, the attached bibliography contains the sources for these facts.

I. Why did the pioneers come?

A. By 1810, William Harrison had obtained treaties to most Indian land claims in southern Indiana. The major threat of Indian attack was gone and major tracts of land were made available for sale.

B. The Land Law Act of 1800 reduced the amount of land required by settlers to buy, established a credit system for the payment of the land, and set land prices low.

C. High prices were being paid for surplus agricultural products anc Indiana's land was excellent for farming.

D. The population was exploding in the east.

E. The heavily timbered land of southern Indiana provided for the basic necessities of wilderness survival until agricultural products could be grown and harvested.

II. Who were the immigrants?

A. The majority of settlers were from the Upland South; the hill regions of Kentucky, Tennessee, Georgia, North and South Carolina and Virginia.

B. Many were second generation pioneers who knew frontier life and how to survive.

C. They were families looking for a better life.

III. How did they come?

A. They came overland through the Cumberland Gap and the Wilderness Road connecting in Indiana with the Buffalo Trace, the Red Banks, Yellow Banks and other trails inland.

B. They came by water down the Ohio River and connected with Indiana rivers and tributaries of the Ohio to move inland.

IV. Legacies of these early pioneers

A. A flourishing agricultural economy based on hogs and corn.

B. Customs and cultures with a strong southern influence.

C. A disinterest in funding free common schools.

D. A Jeffersonian approach to government; strong state rights, and federal government intervention only when necessary.

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Lesson: A concluding activity for Indiana'a pioneer and early settlement period.

Project: A travel journal of a pioneer family traveling through Indiana in the period of 1816 to 1850.

Project Development: The travel journal may either be a group or an individual project in conjunction with the classroom textbook material and/or special activities based on the pioneer settlement period of Indiana history.

Introduce the project early in the unit so that students can be gathering material. It might be helpful to focus on one pioneer family's movement while learning about early settlers. Included in this packet is a timeline for the Thomas Lincoln family. You may have a story about a local family that would work as well.

Instructions for the Travel Journal:

Students will need background information in these areas. Not all areas need to be covered in your unit, but resources should be available for research.

I. Transportation
   A. Overland: vehicles and early trails, traces, and roads
   B. Water routes: vehicles and location of rivers, creeks, lakes, and canals used by travelers

II. Natural resources
   A. Heavily timbered land of the southern areas
   B. Wild game and plants for food

III. Economy; trade and commerce
   A. Food and cash crops grown, especially corn and hogs
   B. Small towns and communities; "mechanics" and professionals students may come in contact with
   C. Importance of grist mills

IV. Clothing
   A. Linsey-woolsey (linen and wool)
   B. Cotton and wool
   C. Animal hides for clothin

V. Government
   A. County seats and elected officials, local ordinances
   B. Land offices

VI. Groups of people
   A. Other white settlers
   B. Indians
   C. Religious groups; New Harmony, Quakers, German Catholics
   D. Black settlers

Materials Needed:

1. Indiana road map for each student
2. Blank Indiana outline map
3. Major lakes and rivers map
4. Indiana county maps; original 15 and current
5. Transportation routes map- 1835-1850
6. Instructions for making a "copy book" to write the journal in
7. "Create Your Own General Store" handout for purchasing supplies
8. Optional: Quills and Berry ink handout to use in making ink. Instead of quills, I use pens and nibs.
9. Any resources needed for research

Guidelines for the Travel Journal:

1. Students will be traveling in Indiana in the first part of the 19th century.
2. Students will map a route of approximately 150 miles into and through Indiana and state the time of year of their journey
3. The journal will be daily; covering a reasonable traveling distance daily (10-12 miles).
4. Entries should note clothing, food, methods of transportation, peoples contacted, game and plants hunted or gathered, rivers or lakes crossed, and any villages or towns passed through. Best resource: Indiana Place Names, Ronald L. Baker and Marvin Carmony. Indiana University Press, 1975.
5. The students will be traveling as a family , so they need to "make-up" family members to travel with.
6. Each student must make a "copy book" and ink (if you choose).

Project Products:

1. Mapped route on the blank Indiana map outline.
2. Copy book journal- dated, daily entries.
3. Any illustrations the students wish to add.

Evaluation of the Journal:

You may choose to evaluate the products any way you wish. Listed below are some areas that I use for evaluations. Assign points to each area if you wish or a percentage.

--Demonstration of knowledge and comprehension of material
--Analysis of material demonstrated in daily entries
--Synthesis; creativity of the project
--Neatness and attractiveness of products

Timeline for Thomas Lincoln and his Family

1778 or 1776	Thomas Lincoln born in Rockingham County, Virginia.
1780's	He moved to Kentucky with his family.
1786	Thomas' father was killed by Indians. He moved with his mother and siblings to near Washington county, Kentucky.
1795-1802	Thomas Lincoln held several jobs to support his four siblings and his mother.
1802	Lincoln family moved to Hardin County, Kentucky.
1803	Thomas bought a 238 acre farm.
1806	Thomas married Nancy Hanks.
1807	First child, Sarah, was born.
1808	Thomas bought a 300 acre farm on Nolin Creek.
1809	Second child, Abraham, was born. An infant son, Thomas, died in Kentucky.
1802-1815	During this time Thomas was active in community and church affairs in Hardin county. He was a jury member, a petitioner for a road, and a guard for county prisoners. He could read, was a skilled carpenter and a property owner.
1815	Lincoln purchased the Knob Creek farm for cash. This farm was earliest farm remembered by Abraham. Kentucky's choatic land laws made titles to all three Lincoln farms defective.
1816	Lincoln family moved to Indiana where Land Ordinance of 1785 ensured that land titles would be clear. Abraham recalls that his father moved "partly on account of slavery, but chiefly on account of the difficulty of land titles in Kentucky". They settled on Little Pigeon Creek.
1818	Nancy Hanks dies of milk sickness.
1819	Thomas married Sarah Bush Johnston.
1819-1827	During this period, Thomas was an active community member. He helped build Little Pigeon Baptist Church, became a member and served as a trustee. He traded his carpentry skills, managed a farm, and became the owner of 100 acres of land.
1830	Fear of white snakeroot poisoning, and the fertile soil of Illinois provoked another Lincoln move.
1851	Thomas Lincoln died in Coles County, Illinois. He had been a good citizen, a regular taxpayer, and he left no unpaid debts.

Indiana Travel Journal Project

1. Guidelines for the Travel Journal Project

You will be taking a journey in Indiana in the early to mid-19th century, 1816-1850. You may choose the year and the month for your journey. You will map a route of approximately 150 miles. You will be traveling with a family, so you can decide what your family will be. You will record your adventures as daily entries in a journal.

From what we have studied and what you can find in research, your daily, dated journal entries should include the following:

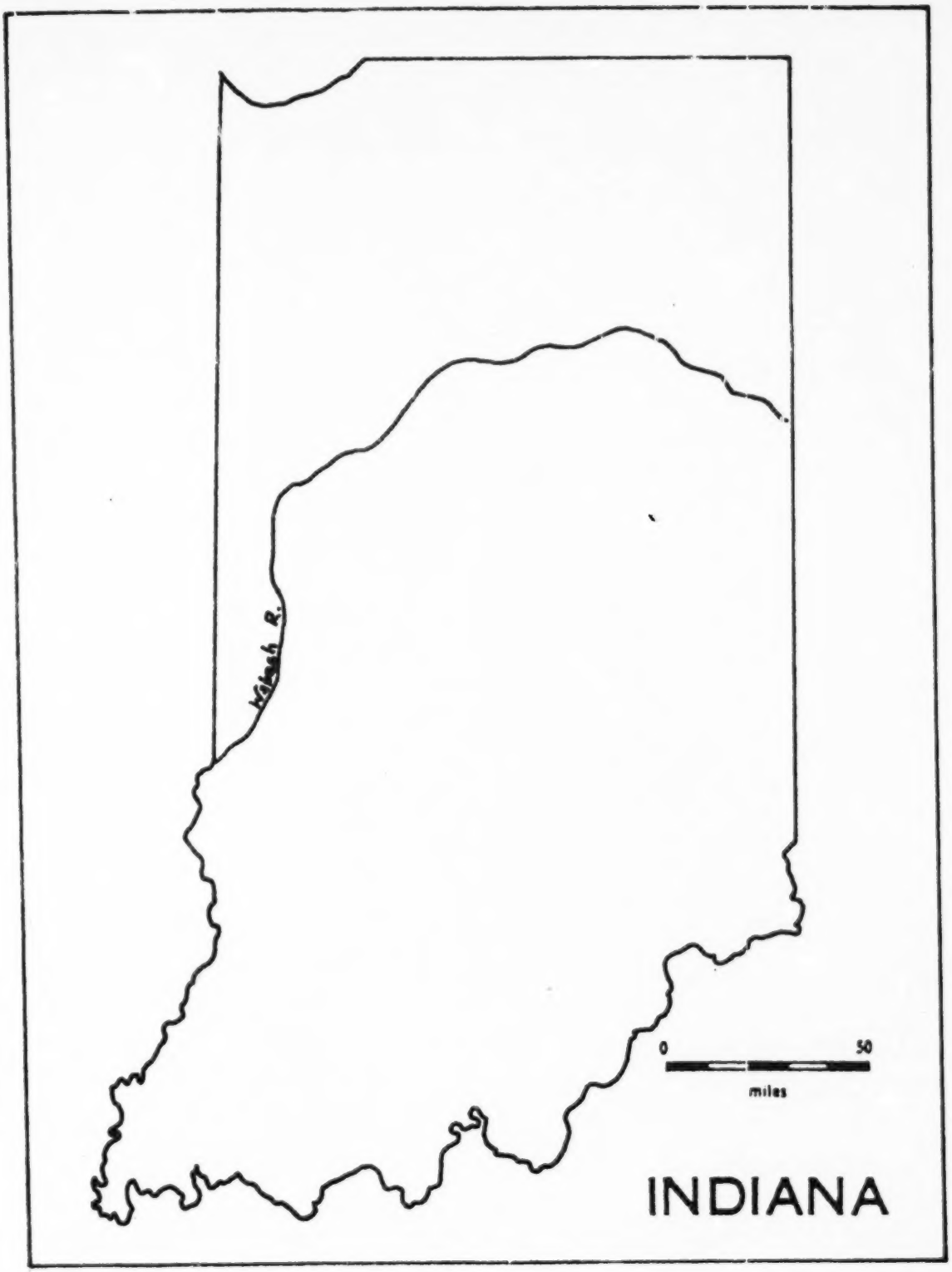
1. a list of general supplies you take with you
2. clothing you would be wearing at this time period
3. methods of transportation available to you
4. food you would cook, hunt or gather in Indiana
5. any groups of people you would meet or see
6. any towns or villages that you might pass through

2. Sources needed:

A. Indiana road map
B. Blank Indiana outline map
C. Major rivers and lakes maps
D. Transportation routes-1835-1850
E. Indiana county maps
F. Copy Book Instructions
G. General store list
H. Any books or sources for information needed

3. The final project will include:

A. Your daily journal, written in the copy book
B. A map of your route
C. Any illustrations you wish to include



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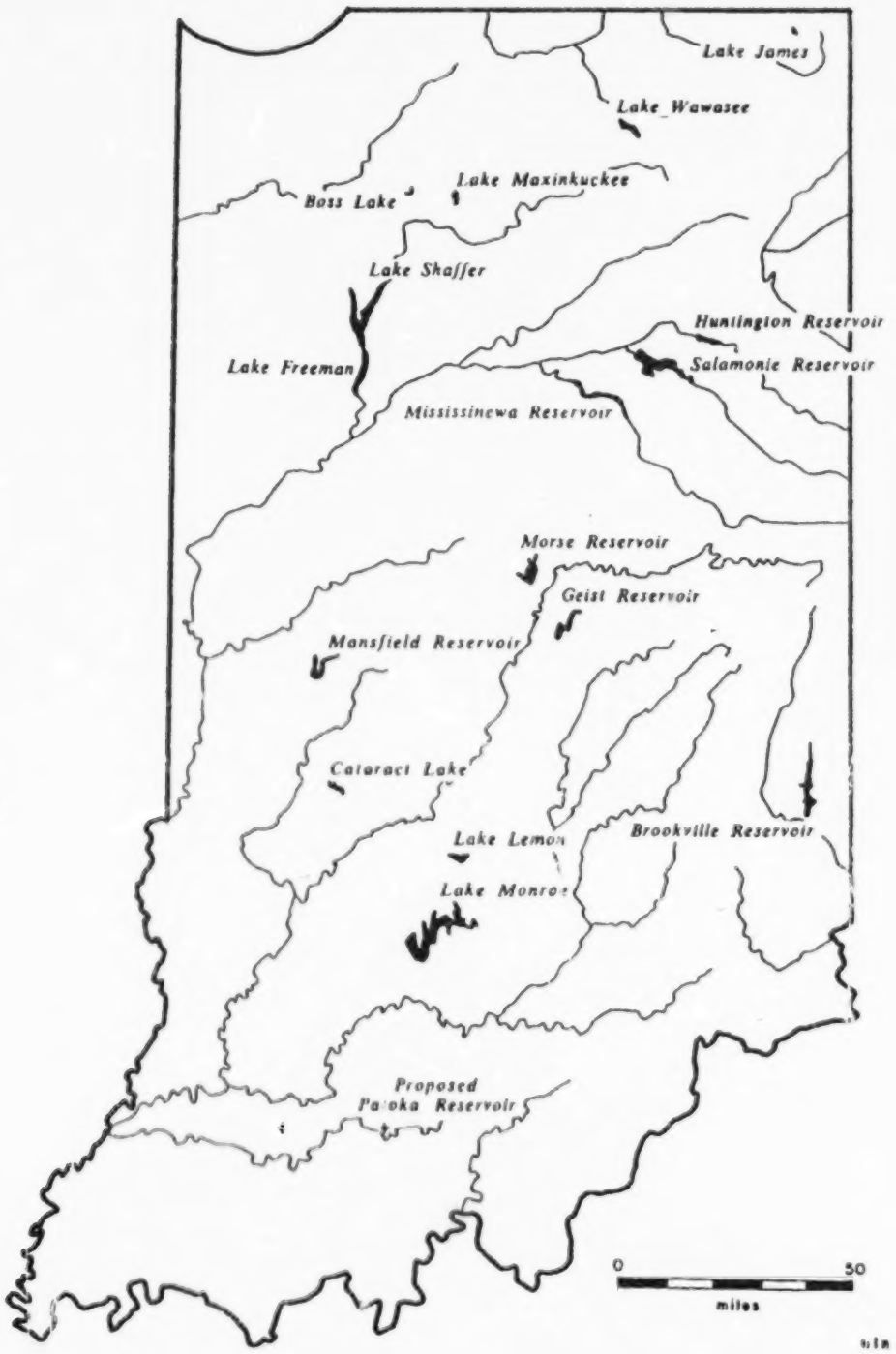
MAJOR LAKES AND RESERVOIRS

NATURAL LAKES

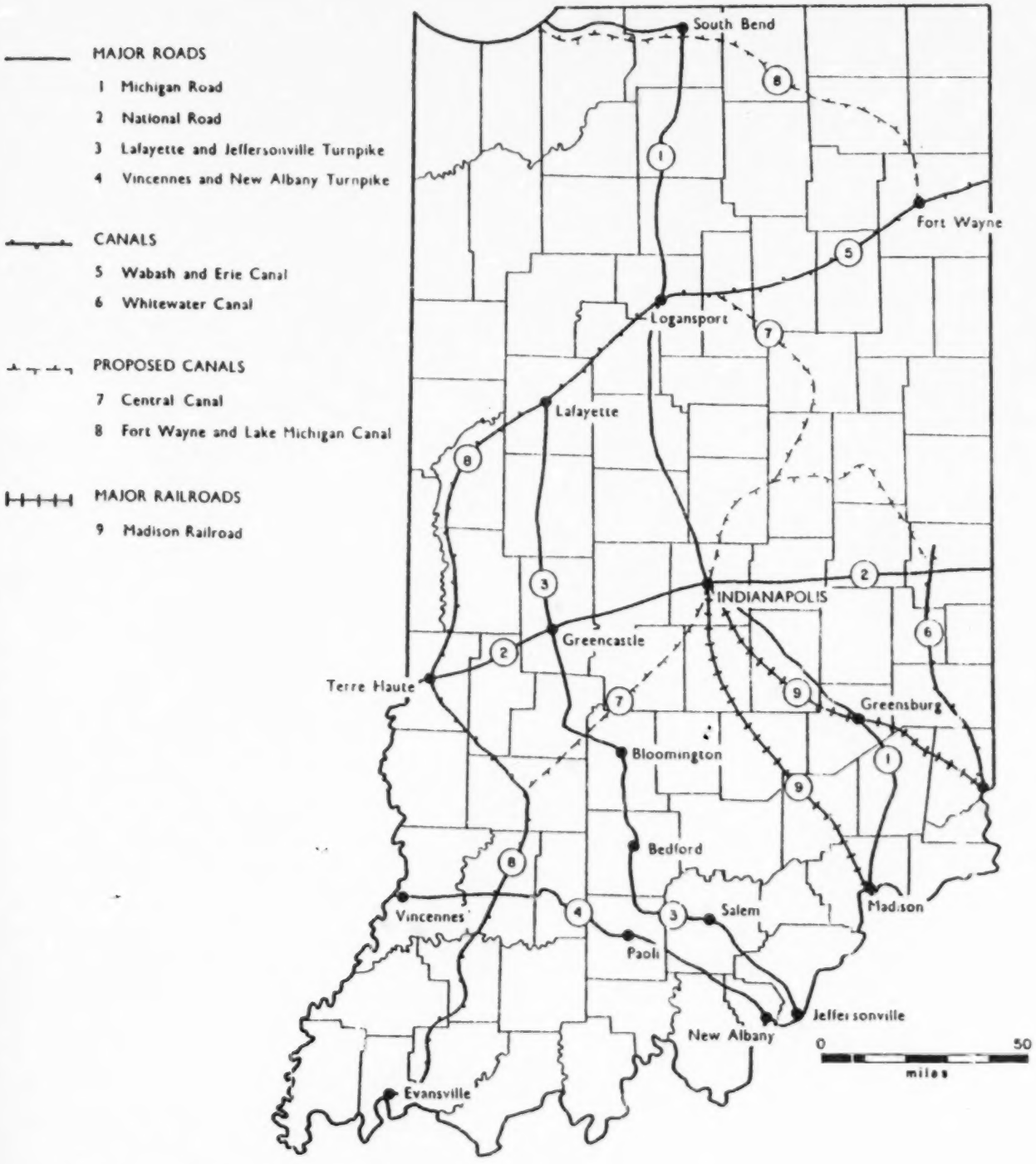
- Bass Lake
- Lake James
- Lake Maxinkuckee
- Lake Wawasee

ARTIFICIAL LAKES

- Brookville Reservoir
- Cataract Lake
- Geist Reservoir
- Huntington Reservoir
- Lake Freeman
- Lake Lemon
- Lake Monroe
- Lake Shaffer
- Mansfield Reservoir
- Mississinewa Reservoir
- Morse Reservoir
- Patoka Reservoir, Proposed
- Salamonie Reservoir



TRANSPORTATION ROUTES
CIRCA MAJOR 1835 - 1850

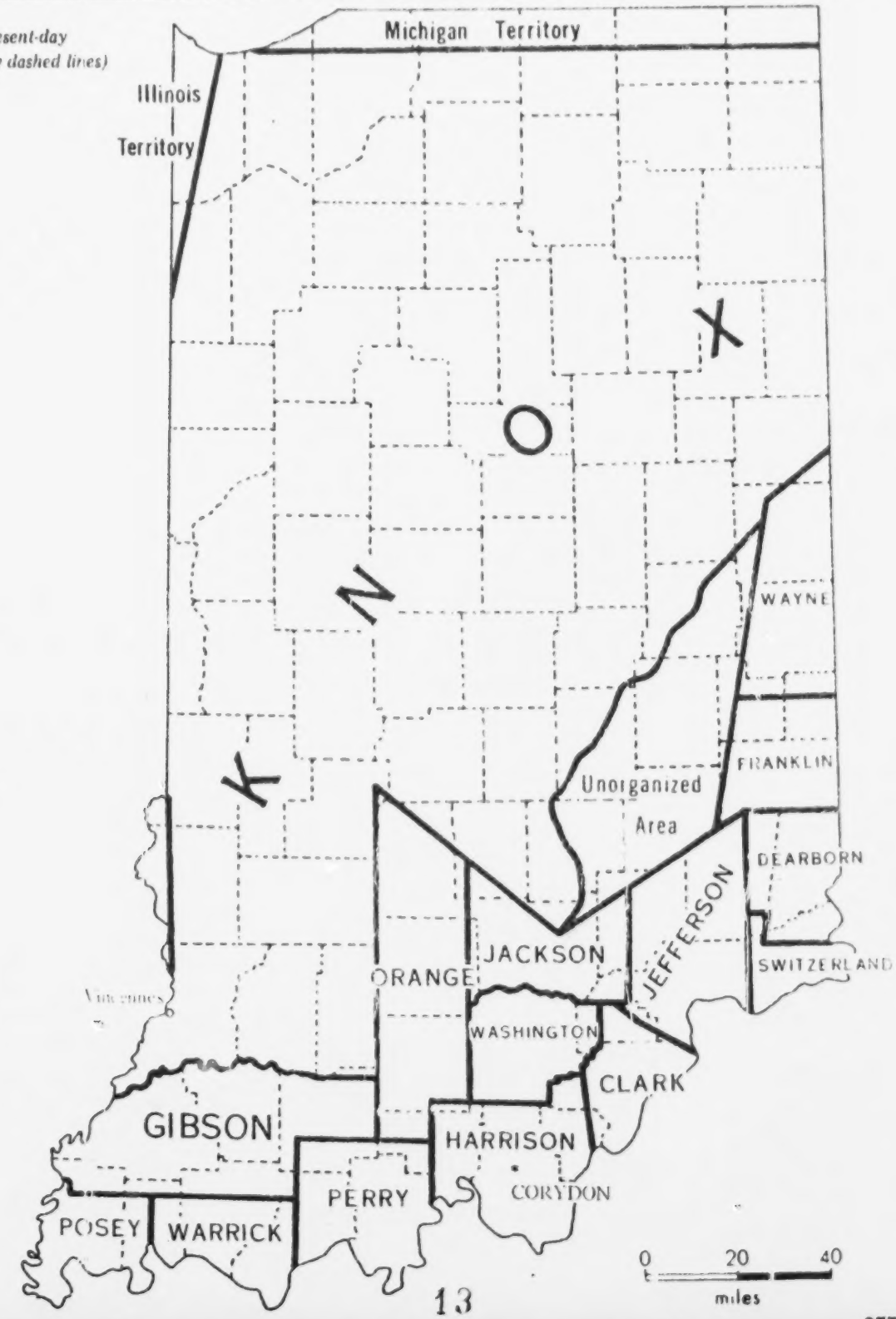


From: Esarey, A History of Indiana, Vol. 1, 1918.

From Kingsbury, An Atlas of Indiana

Indiana Counties, 1816

(Boundaries of present-day counties shown by dashed lines)



Outline Map with Present Counties

Courtesy Indiana Historical Bureau

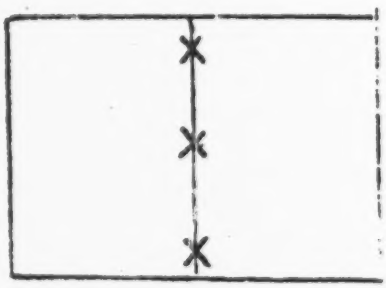
MAKE YOUR OWN COPY BOOK

Many times children were required to make their own copy books to use in school. Children would copy every lesson they learned into their copy book. When a copy book was filled it would look much like a textbook containing all of the lessons learned by the student.

Here is a way to make your own copy book:

MATERIALS:

- A piece of construction paper for the cover
- 2 pieces of writing paper the same size as the construction paper (more paper for a thicker book)
- Heavy thread
- A needle with a large eye
- Pencil



DIRECTIONS:

- Cut all paper to the size of 6" by 10"
- Fold evenly in half so booklet is 6" by 5"
- Mark 3X's on inside of center fold: one in middle, and the other two ½ inch from the top and bottom
- Thread needle with single thread (no knot)
- Go through inside fold at middle X leaving a tail about 3"
- Go through outside top X
- Go through inside middle X again
- Go through outside bottom X

- Meet starting tail and knot firmly

- Trim thread

QUILLS

If you are able to obtain quills you may trim them as below to use with your copy book:

BERRY INK

½ cup ripe berries (blueberries, blackberries, raspberries)

½t. salt

½t. vinegar

UTENSILS:

measuring cup and spoons

strainer

bowl

wooden spoon

small jar with tight fitting lid

DIRECTIONS:

Crush berries through strainer using wooden spoon. Discard pulp. Add salt and vinegar. Stir well. If too thick add a tablespoon of water. Store in jar with lid tightly closed. DO NOT EAT.
Multiply recipe by half the number of students requiring ink.

CREATE YOUR OWN GENERAL STORE

Mr. Whitaker keeps the general store in Prairietown. In his store Mr. Whitaker stocks many different items for the townspeople. Here is a list of some of the things the people of Prairietown can purchase from Mr. Whitaker's store. Draw your own general store for Prairietown. Be sure to include all of the things Mr. Whitaker has in his store.

dishes
guns
candles
baskets
shoes
wool cards
thread
tobacco
barrels
sugar
shovels
axes
cups
mugs
tea
coffee
molasses
buckets
blankets
molds for candles
bolts of fabric
cooking pots
yarn
gunpowder
wash tubs
flour
grooms
hoes
eating utensils
books
nails
salt
vinegar
slate boards